

the **BiG PiCTURE** Competition

— Drawing attention to child poverty solutions —

TEACHER'S PACK

.....

Introductory notes and classroom activities

For more information and how to enter, visit www.thebigpicture.org.nz

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This resource was compiled by Kate Day from the Christchurch Anglican Social Justice Unit & Andrea Milligan from Victoria University of Wellington, Faculty of Education. Many thanks to all who provided feedback.

the BIG PICTURE Competition

INTRODUCTION FOR TEACHERS

The Big Picture Competition is an opportunity for students to learn about child poverty and be part of making a difference. However, like many social and political issues, child poverty affects many students personally. The activity must therefore be taught with sensitivity and care.

We recommend that teachers read the following notes to help them handle this important topic. These notes are intended only as a guide, and it is teachers' responsibility to determine what will best suit their students.

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BEFORE YOU BEGIN:

1. Read these notes thoroughly and reflect on your own attitudes to poverty. Check out the activities below, and further information at www.thebigpicture.org.nz.
2. Consider whether the activity is suitable for your class. Are there any students who may be particularly affected, whether they experience poverty or not?
3. Choose the topic question that best suits your students. The second question (what would it take for all children to be happy and healthy) allows greater emphasis on child-wellbeing rather than child poverty.
4. Seek permission from your Principal and students' parents with the sample permission slip below.
5. Make sure your students know the purpose of the activity and how their finished picture will be used. You may like to read the following paragraph. If students would prefer that their picture is not displayed, they can do the activity but not formally enter the competition.

We are going to enter the Big Picture Competition as a class/in groups. This is a chance to learn about child poverty in New Zealand and share our opinions about what would help kids in our neighbourhood thrive. The big pictures we draw will be displayed in public. This is a chance to share our ideas with others. The pictures will also be shown to MPs (our representatives in Parliament). This is an opportunity for us to support experts who are calling for solutions to child poverty on a national level.

6. Note that because the entries will be publicly displayed, we recommend that students do not include information that identifies any individual student.

AS YOU TEACH:

Be aware of some of the feelings that discussing poverty may uncover for students. Whether or not they experience poverty, students may feel singled out, ashamed, guilty or powerless. Discussions may also uncover inaccurate stereotypes about poverty.

Do:

- Prepare the class for the exercise. You may like to remind them of ground rules for class discussions such as respecting others' opinions, avoiding labels, and sharing our own opinions as "I think" statements rather than fact.
 - Consider an introductory exercise, such as 'Stereotyping and labelling', which highlights that stereotypes are often inaccurate. See 'Counted Out' by Combat Poverty Agency Ireland, p. 23, free to download.
- Emphasise that poverty can be addressed. The aim of this activity is to learn we can help make a difference!
- Emphasise the non-material impacts of poverty, such as social exclusion or denial of rights. Challenge stereotypes and the notion that people in poverty are the problem.
- Do focus on strengths. Money is only one part of the picture- in what ways do we *already have* access to resources and support services that help meet our needs? In our neighbourhood, what already helps children thrive?
- Use inclusive language. "We all go without sometimes". If applicable, consider sharing personal stories of times when you have gone without. Refer to 'children in poverty', rather than 'poor children', which may be perceived as a label.

The following messages may be useful as you guide class discussions.

· KEY MESSAGES ·

1. Poverty is never a child's fault.

All children have the *right* to an adequate standard of living. It is the responsibility of our society to uphold these rights for children.

- *Universal Declaration of Human Rights - eg. every person has the right to health, education and a decent standard of living.*
- *United Nations Declaration on the Rights of the Child - eg. all children have the right to adequate food, housing and medical services*

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| <p>2. Poverty has many causes. While personal choices may contribute, often poverty results from factors outside an individual's control. Regardless, it is never the child's fault.</p> | <p>Poverty may result from:</p> <ul style="list-style-type: none"> - Personal choices of parents - Unfortunate events - Beliefs of parents or others in society - Structural factors such as the economy, welfare system, job market, or access to housing or education. <ul style="list-style-type: none"> • <i>Teaching resources 2A and 2B.</i> • <i>Case studies of individuals in poverty for diverse reasons.</i> • <i>Stories of individuals who are working, or attempting to change their situation.</i> • <i>Facts- Nearly 40% of children in poverty have at least one parent working.</i> |
| <p>3. If you experience poverty, you're not alone.</p> | <p>Many NZers experience poverty.</p> <ul style="list-style-type: none"> • <i>1 in 4 children in New Zealand live in poverty. That's 285,000 children.</i> • <i>We all go without sometimes. But no one should have to go without all the time.</i> • <i>Share your own stories about times you have gone without. Use inclusive language. "We....", not "they".</i> |
| <p>4. Poverty in income terms doesn't define us.</p> | <p>Even when we lack money we can have wealth in other areas. Eg. skills, relationships, community, or cultural/spiritual wealth.</p> <ul style="list-style-type: none"> • <i>Discuss strengths. In what ways are we wealthy? What do we have to share?</i> |
| <p>5. We can act to reduce poverty.</p> | <p>There are many responses already underway.</p> <ul style="list-style-type: none"> • <i>Local and national examples.</i> • <i>Cases of people in poverty acting to change their own situation.</i> • <i>Teaching resources Section Four.</i> <p>We can all do something to help.</p> <ul style="list-style-type: none"> • <i>Brainstorm what would make things better. Enter the Big Picture Competition to share your ideas.</i> • <i>Discuss practical ways to help in your school or community.</i> <p>We can ask our leaders to make changes that would help children thrive.</p> <ul style="list-style-type: none"> • <i>Consider which decision-makers you could show your Big Picture to. Enter the competition to join experts in calling for a national strategy on child poverty.</i> |

6. Poverty has long-term impacts on health and wellbeing.

Experiencing poverty as a child, particularly at a young age for long periods, can cause a lifetime of health problems. It can also impact educational outcomes and job prospects into adulthood.

· COMMON MISCONCEPTIONS ABOUT POVERTY ·

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| <p>There is no poverty in New Zealand.</p> | <p>New Zealand does not have <i>abject</i> poverty (lack of the basics needed to survive) as experienced in less developed countries. However, <i>relative</i> poverty does exist in New Zealand. NZ households below the poverty line go without necessities such as food, warm clothing and medical care, and lack other things many New Zealanders take for granted. This causes short-term suffering and long-term negative impacts. <i>For more information, see www.childpoverty.co.nz, or teaching resources Sections One and Three.</i></p> |
| <p>Poverty results from personal choices.</p> | <p>Poverty has many causes. While parents' personal choices may contribute, there are also cultural and structural causes of poverty that are outside an individual's control. <i>See teaching resources 2A and 2B.</i></p> |
| <p>Poverty only exists in households where people are out of work.</p> | <p>Nearly 40% of children in poverty have at least one parent working. Many people in poverty work hard, whether in a job, searching for work or raising their family.</p> |
| <p>Most children in poverty in New Zealand are Māori or Pacific Islanders.</p> | <p>Roughly half the children in poverty in New Zealand are NZ European. Poverty can be experienced in households of any ethnicity. The rates are higher for Māori and Pasifika.</p> |
| <p>All children have equal opportunity to get ahead.</p> | <p>Children in poverty lack the resources to make the most of opportunities. For instance, children in poverty may get sick more often and need time off school, or lack money to participate in extra activities.</p> |
| <p>Poverty doesn't affect all of us.</p> | <p>Child poverty is estimated to cost New Zealand \$6-8 billion dollars per year in additional health and education costs, as well as reduced productivity. This means we have to contribute more in taxes to cover this cost.</p> |

· SAMPLE PERMISSION SLIP ·

Dear parents,

I am writing to inform you about an activity coming up.

As part of a unit on _____ our class will be entering the Big Picture Competition. The competition is an opportunity for students to learn about child poverty and to develop citizenship skills.

To enter, the students will create a big picture showing “what it would take for all children in our neighbourhood to be healthy and free from poverty?” We will brainstorm what already exists to help kids thrive, and what could make things better. Students will then share their ideas by showing their picture to others.

Students’ pictures will be publicly displayed. The pictures will also be shown to Members of Parliament to support experts’ call for a national strategy on child poverty. The activity will help students learn that they can help to make a difference on a local and national level. More information about the competition is available at www.thebigpicture.org.nz.

If you do not wish for your child to participate, please send a note to the school office by _____

Kind regards,

the BIG PICTURE Competition

CLASSROOM ACTIVITIES

The classroom activities provided here support teaching and learning about child poverty in Aotearoa New Zealand. They are intended to deepen your students' understanding about child poverty and well-being in this country and ways this issue could be addressed.

LINKS TO THE NEW ZEALAND CURRICULUM

These activities contribute to *The New Zealand Curriculum's* vision, principles, values and key competencies in a number of ways. The vision for this learning is that students are **actively involved** as participants in their communities, and as contributors to the social and economic well-being of their communities. The activities connect to the principle of **community engagement**, are designed to foster a sense of **inclusion** among students, and recognize the range of personal experiences students bring to learning about child poverty. Students are encouraged to value **social justice** and **participation for the common good**.

In these activities students use the key competency of **critical and creative thinking**, for example by challenging assumptions about poverty and considering possibilities for social change. The activities enable students to develop the confidence to **participate** in and **contribute** to issues of child poverty and well-being in their local community. While the activities do not expressly focus on the key competency of **using language, symbols and texts**, you are encouraged to consider the ways this competency could be developed. For example, creating their Big Picture offers a natural opportunity to develop *practical knowledge* in Visual Arts. At Level 2 you could, for instance, encourage students to explore a variety of materials (artsonline2.tki.org.nz/ecurriculum/visarts/glossary.php) and tools to create their Big Picture, including mixed-media (artsonline2.tki.org.nz/ecurriculum/visarts/glossary.php), in order to discover elements such as tone and texture.

SOCIAL STUDIES AS A CURRICULUM FOCUS

The classroom activities relate to social studies in *The New Zealand Curriculum*, at Levels 2-5. They are designed to support your students' **conceptual understanding** about child poverty in Aotearoa New Zealand (see concepts in italics below), as they create their Big Picture.

Level 2: Understand how people make choices to meet their *needs* and *wants*

Level 3: Understand how people *make decisions* about *access to* and *use of resources*

Level 4: Understand how *formal* and *informal* groups *make decisions* that *impact* on communities

Level 4: Understand how people *participate individually and collectively* in response to *community challenges*.

Level 5: Understand how people's *economic decisions impact* on people, communities and nations

THE BIG PICTURE OF SOCIAL STUDIES CONCEPTS

The social studies achievement objectives at Levels 2-5 have been used flexibly in the classroom activities. You are strongly encouraged to adapt the activities to suit the needs of your students, particularly at lower levels of the curriculum.

The Big Picture classroom activities draw on a bundle of concepts derived from the social studies achievement objectives identified on the previous page. These concepts are indicated in bold throughout the activities. At lower levels of the curriculum, you are encouraged to select concepts and/or synonyms that are within students' grasp.

Students develop their conceptual understanding about child poverty when they make connections between concepts across the purple, orange, blue and grey parts of the diagram below.



SOCIAL INQUIRY AND THE BIG PICTURE

Students also develop their conceptual understanding through using the social inquiry methodology (see page 30 of the New Zealand Curriculum). The social inquiry focus for this learning is **considering responses and decisions, so what** (what does this learning mean for us/others), and **now what** (what might be done)? Creating a Big Picture is one way that students can take action in relation to child poverty. Section Four prompts them to consider alternative ways to take action.

You can read more about the social inquiry methodology and building conceptual understandings in the Ministry of Education's *Building Conceptual Understandings in the Social Sciences* series: <http://ssol.tki.org.nz/>

Section 1

HOW WOULD YOU DEFINE POVERTY?

ACTIVITY 1A: THE DIFFERENCE BETWEEN NEEDS & WANTS

We are learning that: poverty may be defined in different ways.

1. As a class, discuss the difference between **needs** and **wants**. Have the students decide where they would place things such as food, toys, and a warm home in Venn diagram (labelled '**needs**', '**wants**', 'both').
2. In groups, write down what is **needed** for a happy, healthy life. Think more broadly than material possessions! Write each of the top ten things on a separate sticky note. Rank them in order of importance. Decide where to draw a line to separate the things that would define them as poor if they went without.
3. Bring the class together and ask each group to bring up their top three labels and stick them on the board. If any are repeated, group them together. Discuss what they have chosen. The teacher might like to comment on times when they have personally been without one or more of the things, as a reminder that everyone goes without things from time to time.
4. Get the pupils to bring up the remaining sticky notes – the things without which they think they would be poor. Again, group any repetitions. Discuss:
 - Which of the words are to do with being able to get/**access** money or things that belong to us/**material goods**?

- Which are to do with lack of **opportunity**? Or a lack of **access** to essential goods or services, such as education or healthcare?
 - Are any to do with a lack of **power**?
 - Does **financial wealth**/money alone tell us whether someone is poor?
5. Based on students' lists, discuss the difference between 'abject' poverty and 'relative' poverty.
- Abject poverty is being without the basic things needed to survive, such as food, clothing, healthcare and shelter. This type of poverty is much worse than the poverty typically experienced in New Zealand.
 - Relative poverty is being without the things that others in your society have or take for granted. This poverty still has serious impacts as discussed in the activities below.

This activity is adapted from *Just Living? Unit three: What is poverty?* created by Christian Aid in 2011, and is reproduced with its permission.

ACTIVITY 1B: PERCEPTIONS OF POVERTY AND WEALTH

We are learning that: poverty is perceived in different ways.

Have the students view the photographs in this newspaper article: Daily Mail, "The Great Global Food Gap," 5 May 2013, available at www.dailymail.co.uk. By clicking on one photograph you can display a slideshow. You might like to pre-select which photographs the students are to focus on. Alternatively, choose another collection of photos.

Have students discuss and debate which photograph(s) show **wealthy** families and which ones depict **poverty**. Ask:

- What makes you think each family is **poor** or **wealthy**? (You may like to refer to the definitions of *abject* poverty and *relative* poverty in Activity 1A.)
- Does each photograph present a positive and/or negative image? How can you tell?
- How do you think the families would feel if they knew that their photograph was chosen as an image of **wealth/poverty**?
- In what way might the 'poor' families actually be 'wealthy'? (eg. skills, opportunities, spiritual and cultural wealth, confidence to stand up and change their situation)
- Could any of the photographs be thought to show **both poverty and wealth**?
- What do our responses to these photographs tell us about **perceptions** and **stereotypes** of poverty?
- Have others' responses made you change your opinion in any way?

This activity is adapted from Combat Poverty Agency and CETB Curriculum Development Unit, Counted Out, "Activity 1", page 28, 2002.

ACTIVITY 1C: HOW IS POVERTY MEASURED?

We are learning that: poverty can be measured in different ways.

Discuss how poverty could be measured. Then explain that New Zealand has no agreed definition of poverty or official **poverty measures**. However, there are some 'poverty lines' commonly used in other developed countries that have also been applied here. These measures are represented graphically on the child poverty monitor website: www.childpoverty.co.nz.

Share and explain the following information:

- **Income poverty:** *Children living in a household where the income is below 60% of the median income for New Zealand, adjusted for family size. This poverty line is relative to other New Zealander's incomes (i.e., the median income). Therefore, the exact income constituting 'poverty' changes whenever the median income changes.*
- **Material hardship** - *ability to afford a fixed list of goods. This poverty line is fixed. Regardless of whether other New Zealanders are better or worse off, this poverty line stays constant.*
- *Other existing poverty measures include **severe poverty**, or **persistent poverty** (remaining in poverty for a long time).*

Discuss pros and cons of these measurements.

1. With **income poverty** - what are the pros and cons of linking poverty to the median income?
2. With **material hardship** - what are the pros and cons of linking poverty to a fixed list of things?
3. Do you think measuring a problem is necessary for solving it?

ACTIVITY 1D: HOW DO WE DEFINE POVERTY?

We are learning to: say what poverty is in our own words.

In pairs or groups, have the students create their own definition for poverty and share this with others. Prompt their thinking by asking them to apply some or all of the concepts in the orange boxes on page 7. Have the students compare and contrast their definitions.

Section 2

WHAT CAUSES POVERTY?

These activities should challenge assumptions that individual people are to blame if they are in poverty. Many causes are outside the individual's control. Children are never to blame! Even where personal choices are involved, there is often more going on. Prompt the students to think critically about what influences the 'choices' people make. Responding with facts that challenge students' assumptions is one way to do this. 'What if...' questions are another way, for instance "But what if there are no suitable jobs in their town?" etc.

ACTIVITY 2A: POSSIBLE CAUSES OF POVERTY

We are learning that: poverty has many, inter-related causes. Many are related to how society is structured.

1. Individually or in groups, ask each student to read three of the stories of people living in poverty (Resource A, page 22 below). For each case study, have the students identify the possible causes of poverty. Prompt their thinking by asking:
 - Did you find any of the stories surprising?
 - Which are due to **unforeseen circumstances** (being unlucky)?
 - Which causes are out of the family's **control**?
 - Which relate to **personal choices** and decision-making? *Remember: it is never a child's fault that they are living in poverty.*
 - Which are due to the way **society is structured**?
Structural causes include laws and economic decisions made by the leaders we elect. These political decisions affect wage levels, living costs, access to jobs or suitable housing, and access to welfare support at tough times.
 - Are any causes related to people's **values**?
 - Who or what is **responsible** in each case?
2. Discuss what types of **collective responses** are needed for the different scenarios. What groups of people might be responsible for helping? Prompt the students to think about **formal** (eg. government and non-government organizations) and **informal groups** (e.g. networks, community, family and friendship groups).

ACTIVITY 2B: THE BRICK WALL

We are learning that: poverty has many, inter-related causes. Many are related to how society is structured.

1. Prepare the whiteboard by drawing a brick wall. Write one of the following on each brick. Leave a few bricks blank.
 - *family background (jobs and education)*
 - *being able to read and write*
 - *Government helping better-off people*
 - *power and wealth*
 - *being judged on where you live*
 - *feeling powerless*
 - *having no job*
 - *having a badly paid job*
 - *people not being treated the same (inequality)*
 - *no jobs near where you live*
 - *being sick*
 - *discrimination/prejudice*
 - *well-off people not caring*
 - *leaving school early*
 - *owing a lot of money*
 - *too many handouts from the Government*
 - *having a disability*
 - *thinking you're worthless*
 - *not having enough money*
 - *a natural disaster, like earthquake or flood*
2. Have the students decide whether they agree with the causes presented in the brick wall. Then have them fill in the remaining bricks with ideas of their own.
3. Have the students circle the causes that are not the person's fault, that is, a matter of **personal choice**.
4. Ask the students to suggest examples of where the causes could be **inter-related** or linked.
5. Discuss the idea of **structural causes**, that is, beyond an individual's action. Almost all 'individual' choices are influenced by societal structures at some level. (See orange text in Activity 2A.)
6. Have the students choose one possible cause of poverty. Prompt them to consider- what could be done to prevent this causing poverty? (This is a reminder that poverty is able to be addressed.)

ACTIVITY 2C: THE POVERTY ICEBERG

We are learning that: many of the deeper causes of poverty are less visible .

Have the students draw an outline of an iceberg on a large sheet of paper. Ask them to write the features and causes of poverty that people see above the waterline. Below the waterline, have them write down the features and causes of poverty that are less visible.

If you have previously explored stereotypes about poverty, discuss how the stereotypes compare with the underlying causes you have just written on your iceberg.

Section 3

WHAT DOES POVERTY LOOK LIKE IN NEW ZEALAND?

ACTIVITY 3A: SHORT TERM AND LONG TERM EFFECTS OF POVERTY

We are learning to: identify short- and long-term impacts of poverty in New Zealand.

Have the students think about (but not discuss) a time when they had to go without something they **needed**. Eg. *Not enough food for dinner due to unexpected guest, house too cold, family had unexpected bill, car broke down.*

Explain that:

- We all go without things from time to time
- It is very hard if you have to go without things all the time.
- Many children in New Zealand do go without. Eg. In NZ, 1 in 4 children live in poverty and regularly miss out on things other people take for granted.

Have the students revisit the stories in Resource A (page 22).

- Did anyone in the story **act to change** their situation?
- How is poverty affecting the person in the **short-term** (right now)?
- What **impacts** living in poverty have **over time**?

- How might poverty affect people’s ability to **participate** in society: eg. join in with others (**social inclusion**), **access** opportunities, and their **power** to access decision-making and have their say?

Prompt the students to consider concepts from the blue parts of the diagram on page 7, by using a concept frame:



ACTIVITY 3B: NEW ZEALAND CHILDREN'S PERCEPTIONS OF POVERTY

We are learning: how some New Zealand children and young people perceive poverty.

This activity uses a collection called *Photovoice: This is how I see it*, produced by Office of the Children’s Commissioner in 2010. Download the pdf from their website: www.occ.org.nz/assets/Publications/PhotoVoice-Artwork.pdf.

Explain that you are looking at a collection of images and statements about poverty by children and young people in eight communities in Aotearoa, New Zealand. Give students time to look at the photographs and poems.

Ask students to select one image or poem that stands out to them. Ask students to share:

- What messages about poverty does the image or poem depict?
- What techniques has the writer or photographer used to convey their message?

Discuss the *Photovoice* collection as a whole:

- What struggles of poverty are depicted?
- What perceptions about poverty are depicted?
- What impact does it have when people use art and poetry to express their opinions?

Brainstorm how to communicate your own ideas about what would help children in your neighbourhood **thrive**. Use these ideas to plan your Big Picture.

ACTIVITY 3C: FACTS ABOUT CHILD POVERTY IN NEW ZEALAND

We are learning to: find facts about child poverty in New Zealand.

Note: It is important that this activity is not taught in isolation. Students need to have previously understood that poverty has multiple causes, many outside the individual's control (section 2). Be sensitive of anyone who feels condemned by these facts because they currently experience poverty. This is why students also need to understand that poverty can be addressed – the focus of Section 4.

Finding out information: Use one or a combination of the following resources:

- Child Poverty Monitor website: www.childpoverty.co.nz.
- Child Poverty: A Solvable Problem (competition info flier, p.3).
- *Dominion Post*, "One in four Kiwi children living in poverty," 9 December 2013. www.stuff.co.nz/dominion-post/news/9492016/One-in-four-Kiwi-children-living-in-poverty
The first part of the article is sufficient. Note that the figure of 265,000 children in poverty has since been corrected to 285,000.

Have the students find out:

- How many kids live in poverty in New Zealand?
- How is poverty defined in each resource? What kinds of things do children in poverty miss out on? What are **short-term impacts**?
- What could be the **long-term effects**? Note: these long-term effects are **risks** because they don't happen to everyone living in poverty.
- How many children in poverty have parents who are working?

Have the students consider whether each information source is balanced. Does it include multiple perspectives, or are some voices missing?

ACTIVITY 3D: CHALLENGING ASSUMPTIONS

We are learning to: think critically about how poverty is portrayed in the New Zealand media.

Have the students watch these three media clips (probably more than once):

- *Kidscan* "New Zealand's chilling child poverty story - Kidscan 2013", available on Youtube or at www.kidscan.org.nz/news-and-events/videos.
- *Campbell Live* "Lunchbox differences in decile 1 and decile 10 schools", 17 September 2012. Available at www.3news.co.nz.

- *Campbell Live* “Healthy kids equals healthy homes,” 19 May 2008. Available at www.3news.co.nz.

Individually or as a class, discuss these questions in relation to each media item:

- Who created this media item?
- Why was this media clip produced?
- How does it attract your attention? What techniques are used?
- How is it asking us to think about poverty?
- How might different people respond to this media clip differently?
- What values, lifestyles and points of view are represented in, and missing from this advertisement? *You may like to discuss the fact: “Of the children living in poverty in New Zealand, about half are NZ European.”*

The questions in this activity are adapted from www.medialit.org.

ACTIVITY 3E: VALUES CONTINUUM

We are learning that: people have different values about poverty in New Zealand.

Imagine the room is a continuum from ‘strongly agree’ to ‘strongly disagree’. Read the following statements, and have the students to stand wherever reflects their opinion. Have students volunteer to give reasons for their position. Encourage the students to shift along the continuum if their opinion changes as a result of hearing someone else’s values.

Statement 1: There is no poverty in New Zealand.

Statement 2: Poverty is uncommon in New Zealand.

Statement 3: If people work hard, they can get out of poverty.

Statement 4: If some New Zealanders are in poverty, it affects all of us.

Statement 5: Everyone in NZ has equal opportunities to succeed.

For background on these discussion points, see ‘Common Misconceptions’ on page 4 above.

Section 4

CONSIDERING RESPONSES

ACTIVITY 4A: RESPONSES TO POVERTY

We are learning that: poverty can be addressed at a personal, community and national level.

Divide the class into four 'expert' groups and have them access the following web links. These can be found easily at www.thebigpicture.org.nz on the 'links' page. Also prepare an example of a local 'personal' response to poverty, such as an individual helping a neighbour or donating to a food bank.

| | |
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| <p>EXAMPLE 1: BREAKFAST IN SCHOOLS</p> <p>Watch: <i>Campbell Live</i>, "Lunchbox differences in decile 1 and 10 schools." Available at www.3news.co.nz.</p> <p>One response: Breakfast in schools</p> <ul style="list-style-type: none"> • Watch the last part of the video above (from 6:20). • Alternatively, watch: "Food in Schools- Child Poverty NZ Solutions" available on youtube or at http://vimeo.com/channels/590911/videos. (1:33) | <p>EXAMPLE 2: WARRANT OF FITNESS ON RENTAL HOUSING</p> <p>Watch: <i>Campbell Live</i>, "Healthy homes equal healthy kids." Available at www.3news.co.nz.</p> <p>One response: A warrant of fitness on rental housing</p> <ul style="list-style-type: none"> • Watch "WOF for Rental Housing- Child Poverty NZ Solutions" (1:50), available on youtube or at http://vimeo.com/channels/590911/videos. OR • Watch <i>Campbell Live</i> "WOF testing on rental properties roll out" (5:37) |
| <p>EXAMPLE 3: REPORT ON SOLUTIONS TO CHILD POVERTY</p> <p>Watch:</p> <ul style="list-style-type: none"> • <i>One News</i>, "One in six Kiwi kids living without basics, report finds," 9 December 2013. Available at www.tvnz.co.nz. • <i>Campbell Live</i>, "The Truth About Child Poverty in New Zealand," 5 December 2013. Available at www.3news.co.nz. | <p>EXAMPLE 4: THE LIVING WAGE MOVEMENT</p> <p>Watch:</p> <ul style="list-style-type: none"> • 3News, "Living wage campaign launched," 23 May 2012. • <i>Campbell Live</i>, "A Living Wage for Parliament's cleaners." Available at www.3news.co.nz. |

Have each expert group answer these questions:

- What initiative(s) and/or recommendation(s) is described?
- How would this improve children's **well-being**?
- What short and long-term impacts could it have?

Once completed, have the students form new groups with an expert about each of the examples. Have the experts share their answers to the questions above.

Explain that these responses operate mainly at the 'community' or 'national' level. Share your own example of a local individual's 'personal' response to poverty.

Have each group discuss:

- Which of the responses focus on **individual action**? Which focus on **collective action**?
- Which of the responses focus on the 'tip of the iceberg' of poverty? Which focus on the deeper **structural causes**? (Refer to activity 2C)
- Can you think of any other **responses** that might address the deeper problems? If it won't solve the problem completely, can you think what else might help? (Prompt students to consider responses at different levels.)
- Do you think one solution will ever 'fix' poverty? Or might multiple responses be needed?

ACTIVITY 4B: HOW CAN I RESPOND IN MY COMMUNITY?

We are learning that: our neighborhood has strengths and that we can make things better.

Have the students think about their neighbourhood. Discuss:

- What are the strengths of our neighbourhood? What already helps kids **thrive**? Consider the questions in the Competition Info Flier, p. 4, about housing, incomes, health, community, access to food, jobs etc.
- What holds kids in our neighborhood back? Think broadly in similar areas.
- What would help us do better for our kids? Would these responses require changes at a personal, community or national level?

To expand on their own ideas, have the students interview others. Ask:

- What do you think this neighborhood does best for its kids?
- What ideas do you have for improving things for local children?

Consider surveying other children, teachers, a local doctor, nurse, guidance counselor, police officer and local community leaders.

Make a shortlist of the best ideas, or the opinions many people share. Action these ideas with the activities below.

Another option is to use the 'Map Your World' toolkit from Unicef to identify **strengths** in your neighborhood, and things that could be improved. See www.unicef.org.nz/MapYourWorld.

ACTIVITY 4C: CREATING A BIG PICTURE TO SHARE OUR OPINIONS

We are learning that: we can respond to this issue through art.

Draw a Big Picture that shows your opinions developed in 4B. Make sure your picture answers the question: "What would it take for all the children in our neighbourhood to be healthy and free from poverty?" or "What do kids need to grow up happy and healthy in our neighbourhood?"

Have the student discuss how else they could use their Big Picture to make a difference.

- Where could they display the pictures so that it gets others talking? Think about the school library or reception area, the local public library or the foyer of a doctor's clinic or business.
- Who could you show your picture to, in order to share your opinions?

ACTIVITY 4D: SHARING OUR OPINIONS WITH DECISION-MAKERS

We are learning that: we can influence political responses to child poverty.

Discuss the groups of people who **make decisions** that affect our lives. Create a list. Think about MPs, councilors, school leaders, business people and key local organisations.

Of this list, who might have the **power** to make decisions about the ideas you raise in your Big Picture?

Make an appointment to visit them, or invite them to visit your class. Plan out:

- When you show them your Big Picture, what key message do you want to give to them?
- What do you need to do to prepare this message? What facts do you need and who will speak?
- What will you ask the leader to do as a result of your meeting?

The following tips may help.

- A register to find your local Member of Parliament and their contact details: www.parliament.nz/en-nz/MPP/

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- *Suggestions for writing to MPs and journalists:*
www.everychildcounts.org.nz/support-us/advocacy-toolkit/
 - *Amnesty International "How to Lobby Your MP" includes tips on how to be courteous, prepared, and how to thank the leader for their time.*
 - *In general, when speaking with decision-makers:*
 - *Be polite and on time*
 - *Introduce yourself and tell them the purpose of the meeting*
 - *Have a well-prepared, concise message to share with them (your opinions or idea), including what you would like them to do.*
 - *Ask any questions you have.*
 - *Ask what they will do to take action on your concern/idea.*
 - *Thank them for their time.*

After you have spoken to the decision-maker, consider:

- Do you have any ideas for solutions to child poverty that you could put into action?

Resource A

CASE STUDIES of NEW ZEALAND CHILDREN

TEACHERS NOTES

The case studies on the student handout are for use with activities 2A and 3A. If using only a few stories, refer to the table below to ensure your choices reflect the diversity in causes and effects of poverty.

| | <i>Causes</i> | <i>Effects</i> |
|------------|--|--|
| 1. Sara | Parent working on low wages, can't find another job (structural cause). | Health - cold house, lack of healthy food |
| 2. Elisiah | Working parents, high rent and food prices (structural), work hours reduced (unforeseen circumstances). | Overcrowding, stress, having to move |
| 3. Emma | Unemployment, father unwell and mother lost job (unforeseen circumstances), mother given up (personal choice, structural cause- lack of jobs). | Lack of clothing, shame |
| 4. Jamie | Car broke down (unforeseen event, perhaps personal choice not to repair). Debt (perhaps personal choice, or other things going on). | Tiredness from working, education affected |
| 5. Jono | Working parent. Earthquake closes business (unforeseen event), insurance problems (unforeseen event, perhaps a structural problem). | Missing out on activities and time with family |
| 6. Wiremu | Working parent. Cold home (structural problem- lack of affordable healthy houses), sickness interrupts work (unforeseen event). | Sickness, anxiety, isolation, education affected |
| 7. Luis | Unemployment, problem drinking (personal choice, or perhaps other things going on), alcohol prevalent in neighbourhood (structural problem). | Lack of food, stress |
| 8. Manaia | Sickness (unforeseen circumstances). | Missing out on activities |
| 9. Lee | Discrimination (other people's beliefs). | Feeling left out, shame, social isolation |

Resource A

CASE STUDIES of NEW ZEALAND CHILDREN

STUDENT HANDOUT

1. Sara is nine and lives in Christchurch. Her mum works hard as a night-shift cleaner. Even though she works 40 hours a week, the wages are so low that paying the bills is a constant struggle. To keep the electricity bills down, the kids are not allowed to use the heat pump. They eat vegetables on payday, but after that they eat cheaper food, which isn't as healthy. Sara's mum has looked for other jobs but there are none nearby, and she can't take time off work to study for a qualification.

2. Elisiah lives with eight people in a three-bedroom house. He shares a room with his two sisters. Their dad works and their mum looks after the baby. Elisiah can tell his mum is stressed, she often comments that rent and food prices keep going up and up. Recently, their Dad had his work hours reduced. Now his family can't afford the rent and don't know where they'll move to next. The situation makes Elisiah's parents very stressed. Elisiah is worried he'll have to move schools again.

3. Emma's parents are both unemployed. Her Dad isn't well enough to work. Her Mum recently had a job, but lost it when the café she worked at closed down. Now she's been turned down from so many places that she's stopped trying. Last week Emma lost her school jersey but there's no money to spare for replacing things like that. Now Emma goes to school without a jersey and if anyone asks about it she says she isn't cold. She's worried her classmates might laugh at her if they found out.

4. Jamie is 16 and is in year twelve. She does well at school and wants to go to university. She cares deeply about her family, and things have been a struggle since their car broke down last month. To help out, Jamie got a part time job to help pay off the debt. She also helps out by babysitting. With these commitments, Jamie gets very tired, and has less time to keep up with her schoolwork.

5. Jono is ten and lives in Christchurch. Before the earthquake things were fine, but after that his Mum's business closed. With only his Dad's job and the insurance problems money is very tight. Jono loves rugby and wishes his Dad could watch his games, but his Dad has to work every Saturday, and most other days as well. Last month he missed Jono's birthday dinner because he had to work. Jono was chosen for the Canterbury team, but can't travel with them to tournament. His parents would have to borrow money for it.

6. Seven year old Wiremu lives in a cold, damp rental home in Dunedin, and often gets sick. Wiremu's dad heats the lounge with a small heater, but it hasn't been able to keep Wiremu's chronic bronchitis at bay. His dad takes time off to look after him. His dad worries about what the boss will say, and about the cost of the doctor's bills. Wiremu is anxious about missing school as he's falling behind in class. These days he's stopped inviting friends over, as the house is so cold it's not much fun to play there.

7. Luis' dad is on the unemployment benefit. He drinks too much and though the family tried many times to help him stop, he always starts again. In their neighbourhood, the liquor store is closer than the supermarket, and the supermarket sells alcohol too. His problem makes it impossible for him to work. It uses up their money too, sometimes they don't even have bread. Luis' mum does what she can, but she is exhausted trying to take care of everything.

8. Manaia lives in Auckland. Her sister Ana has a medical problem that means she often needs to stay in hospital. Their mum stopped working to look after her, and the family has more expenses now, like specialists' fees and bussing to and from the hospital. Even with all the help they get from friends there is no money for anything extra. Manaia gave up swimming lessons and she can't remember the last time they bought anything new. Sometimes there's no money for the basics, like food or petrol. She wishes Ana could be well.

9. Lee is 13 and started high school this year. His family doesn't have much money. Since his Dad moved to Wellington he has applied for 30 jobs. One company gave him an interview, but when the boss heard his accent she said the position had been filled. Sometimes Lee is quiet and withdrawn because he doesn't feel as good as others in his class. Other students show off about where they're going on holiday or how much money they get. Lee tries to avoid these conversations. His parents can't afford to give him pocket money.